

# Classroom management to enhance learners' motivation

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The acquisition of a skill is a consequence of a productive practice in that skill. This implies that one learns to read by reading, to write by writing and to listen and speak by interacting with others. On the other hand, there is the connection between classroom interaction and the results of foreign language learning. The term “interaction” refers to the process of interpersonal communication between teacher and students and to efforts made by the two sides to understand each other. Experience indicates the crucial importance of the interplay of input and output in the learning of a foreign language. But learners also benefit from the various opportunities that we offer them to interact with one another. Communicative interaction in pairs or in team work provides as much adequate corrective feedback for the students as teacher-fronted classroom activities. It seems to be evident that a high level of participation and production with a high level of proficiency in the target language.

## TEACHER-STUDENTS

When we are engaged in the presentation of new material, we often address ourselves to the whole class. Thus, uni-directional mode of communication is established, with little student response, or a very limited variety of two-way communication, with the student possibly producing gestures. When the teacher asks the class a question and he/she obtains an answer from the students we have full two-way communication. We must use variety of grouping techniques like to promote interaction with the teacher and between them in order to reduce the Teacher Talking Time (TTT).

## PAIR-WORK

Learners are usually enthusiastic about pair-work since they find it motivating and relaxing. After the presentation given to the whole class it is useful to carry out practice in pairs, since in this way the students will work at their own speed. We have mainly propose pair-work activities for productive skills like speaking. Pair-work increases the opportunities of communication in the foreign language, helps participation and encourages student-student interaction. We try to promote this kind of interaction between mixed-abilities students. Furthermore, we monitor what each pair is doing and help to solve difficulties.

## GROUP WORK

When establishing groups of work, it is important to follow criteria in order to avoid the chaos into the classroom:

- Groups of 5 are formed with a proportion of fast and slow learners to benefit from one another.
- the tasks which are set as group work require a solid preparation stage. Indeed, this will involve a careful calculation of the time and the materials required. This will be raised in the 5th session of each Didactic Unit as Funny Activities.

- careful follow up of the progress of each group is required in order to check on the progress each student is making, and to note any changes which may be necessary for future activities of this type.
- Team-work can also provide opportunities for cooperative learning, for the students to learn with their peers and from them, developing cooperative learning strategies (working together to solve a problem, pooling information, etc.) in a collaborative way.

## HOW TO MOTIVATE

According to Patsy Lightbown in her book *How Languages are Learned*, although little research has been done to investigate how pedagogy interacts with motivation in second language classrooms, considerable work has been done within the field of educational psychology. Several areas where educational research has reported increased levels of motivation for students are pointed out. In this syllabus, we have taken into account three of them: co-operative goals use; changing of activities, tasks and materials; motivation into the lesson.

### Use of co-operative goals

Co-operative learning activities are those in which learners must work together in order to complete a task or solve a problem. These techniques have been found to increase the self-confidence of learners, including weaker ones, because every participant in a co-operative task has an important role to play. Knowing that their team-mates are counting on them increase students' motivation.

### Changing of activities, tasks and materials

Learners are reassured by the existence of classroom routines which can depend on. Nevertheless, lessons which always consist on the same scheme, patterns and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the activities, tasks and materials can help to avoid this possible situation and increase learners' interest levels.

### Motivation into the lesson

At the opening stages of lessons and within transitions, it has been observed that remarks teachers make about the forthcoming lead to higher levels of interest on the part of the students.

However, I personally add the following ones as great motivation factors:

- 1) the connection established between the English class and the interests and life-style of the students.
- 2) the use of praise rather than blame or censure, satisfactory marks rather than failures.

This can be translated as giving work back quickly if any is collected, encouraging constantly students, testing continuously, teaching at an appropriate level (known after the diagnostic test results), including variety, using learner's own material, displaying work and the product of the lesson. It is important to stress that not all activities need adapting to maximise interest. However, variety is important and many activities that appear to lack intrinsic interest can easily be adapted. According to recent surveys, the most attractive activities for students are doing pair and group work, acting out dialogues and sketches, collecting information outside the classroom and creating real communicative situations. It seems that, in general the students feel satisfied with

their English class if it is lively, if they have the opportunity to participate in communicative activities and if the teacher gives evidence sound personal and pedagogic qualities

As administrators of knowledge, we are also a key motivational factor. The most important characteristics of the good English Teacher, according to students include:

- have a sound knowledge of English and speak it fluently
- having a good pronunciation
- motivating students, tolerating and understanding them adapting to their needs and characteristics
- using English in the classroom all the time
- explaining with clarity
- being friendly, amusing, cheerful, tolerant, helpful and creating a pleasant and demanding atmosphere in the classroom.

Certain sensitivity to the student's individual differences, to their level of maturity, cognitive styles, personal interest and needs is also required.

English as a subject in itself is also capable of motivating our learners. Most of them like the subject because they recognize its instrumental value in present day society. The reasons adduced for liking English are fundamentally instrumental: to get a better job and to be able to communicate with foreign people. Sociocultural factors relating to the student's background also influence motivation. A detailed awareness of the main sources of motivation for our students should serve as a stimulus in the organizing of our programme and our teaching style. It is vital to bear in mind what motivates the students, their needs, expectations and interests.

## PROCEDURE

It seems evident that if we want to know which procedure to follow, we will need to know how do people language. In order to avoid many theoretical inputs, I will only mention the student's progress when learning a new item:

1. ignorance: the student doesn't know anything about the item
2. exposure: the student hears and reads examples of the item but doesn't particularly notice it
3. noticing: the student begins to realise that there is a feature he or she doesn't fully understand.
4. active use: the student tries to use the item in his or her own speech or writing , maybe hesitantly and probably with errors
5. understanding: the student integrates the item fully into his/her own languages and uses it (without thinking) fluently with minor errors.

Finally, the lesson sequencing will be as follow: Authentic exposue, activities that promote 'noticing', clarification as a guided discovery, ending to a restricted output. But before that, every content will be taught in a specific way. ●

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